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ABSTRACT

Part of a series intended to highlight implications for educational planning of the changing demography of the Southwestern United States, this report on New Mexico indicates that the greatest population growth in the next 20 years will occur among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been low historically. Projections place New Mexico's population between 1.7 million and 2.1 million by the year 2000, a 20-year growth rate of between 30% and 54%. Data show that people of Spanish origin accounted for 36.6% of the total 1980 New Mexico population but represented nearly 45% of the 0-4 age group, which should grow to over 50% by 2000. Only about 50% of Hispanics and Indians aged 25 and over had completed high school in 1980, compared with approximately 75% of Whites and Asians and 63% of Blacks in the same age group. Approximately 39% of Whites, 30% of Blacks, and 55% of Asians had completed some college compared with 17% of Hispanics and 18% of American Indians. The number of New Mexico Hispanic high school seniors in 1982 represented 67% of the number of ninth graders three years earlier as opposed to 74% for Whites and 70% for Blacks. (NEC)

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Minorities in Higher Education:

The Changing Southwest

New Mexico

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Minorities in Higher Education: The Changing Southwest

New Mexico

A report prepared by the WICHE Information Clearinghouse in cooperation with the Western Regional Office of the College Board and with the support of the Atlantic Richfield Foundation

Geoffrey Dolman, Jr.
Norman S. Kaufman

Western Interstate Commission for Higher Education WICHE
The College Board

WICHE

WICHE, the Western Interstate Commission for Higher Education, is a nonprofit regional organization. It helps the thirteen member states to work together to provide high-quality, cost-effective programs to meet the education and manpower needs of the West. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Through its Information Clearinghouse, WICHE provides information to assist higher education and governmental policy makers in the West.

This series of reports includes the following publications:

Minorities in Higher Education: The Changing Southwest (Arizona), publication no. 2A134a

Minorities in Higher Education: The Changing Southwest (California), publication no. 2A134b

Minorities in Higher Education: The Changing Southwest (Colorado), publication no. 2A134c

Minorities in Higher Education: The Changing Southwest (New Mexico), publication no. 2A134d

Minorities in Higher Education: The Changing Southwest (Texas), publication no. 2A134e

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Foreword

Sometimes we may become aware of societal trends without recognizing their potential effects on our social institutions. At other times, we may fail to respond adequately to social changes, even though we are aware that they are taking place. Among the virtues of our society are both the tendency toward self-correction--to make adjustments in our social institutions so that they function effectively--and the tendency toward making adjustments that anticipate needed changes and that, in a sense, preempt the need for self-correction.

As data in this and companion reports show, the current levels of education and income achieved by racial and ethnic minorities fall below that of Whites. This imbalance in economic and educational attainment, plus the rapid growth in the population of racial and ethnic minority groups, raises important issues for education and government policy makers in each state. It is the intent of this report to help focus the discussion on these issues and to encourage appropriate responses.

WICHE is grateful to the organizations and individuals who have worked with us on this important project. The College Board cosponsored the study and provided assistance and advice at several stages. The Atlantic Richfield Foundation provided additional financial support. A regional advisory committee, whose members are listed on the following page, provided valuable assistance in preparing these reports and helped develop a strategy for disseminating the results of the study.

May 1985

Phillip Sirotkin
Executive Director
Western Interstate Commission
for Higher Education

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Introduction

This series of state reports is intended to highlight the implications for educational planning of the changing demography of the Southwest. This project is the outgrowth of an earlier report, which was prepared to provide background data for a regional higher education conference on minority access and retention in higher education (Kaufman et al., 1983).

The decision to concentrate on minorities in higher education in the southwestern states follows from several conclusions that have been well documented.

- Certain racial and ethnic minorities have been underrepresented in higher education relative to nonminorities. This is especially true of Hispanic students, who are well represented, proportionally and numerically, in the population of these states.

- These minorities are even less well represented among college and professional school graduates.

- Increases in the proportion of racial and ethnic minorities among successive age cohorts present a challenge to educators and policy makers concerned with reversing these patterns of underrepresentation.

The reports focus on each of five southwestern states (Arizona, California, Colorado, New Mexico, and Texas) individually in order to call attention to the most important findings in each state.

As college-age populations in these five southwestern states grow in terms of both the numbers and percentages of ethnic minority individuals, policy makers will be faced with a number of serious educational and political questions. For example:

- Are current approaches to provision of educational opportunity--for all seeking it, regardless of ethnic background--sufficient, now and for the future?

- What are the implications for higher education and for institutions' program and resource "mix" of the growing minority share of the college-age population and the simultaneous decline (in some states) of the proportion of Whites in the same age groups?

- What are the implications of the growth of these minority populations for the economies of the states and their supplies of highly trained manpower, given the current distribution of minority students throughout the educational system (by institutional level and type, for example)?

- What are the implications for the higher education institutions of the current pattern of distribution of minority students, given the changes in the composition of the college-age group?

- If the educational patterns of minority students remain unchanged as their numbers grow, what are the possible social and political consequences?

These questions are meant only to suggest the seriousness and complexity of policy issues that need attention. The hope of the organizations publishing the report is that its contents will be useful as these challenging questions are addressed.

Definitions

The information in these reports comes primarily from two sources: the 1980 census of the population and related surveys by the United States Bureau of the Census provided population and demographic data, and the Higher Education General Information Survey (HEGIS) conducted by the National Center for Education Statistics (NCES) provided education data. Reference to these two sources ensures that there will be comparability in the data presented across states and that other users will have access to the same data sources.

Caution must be used when comparing the two data bases, however, because each source defines racial and ethnic groups differently, with particular impact on the "Hispanic" population group. The HEGIS format designates five racial or ethnic groups: American Indian, Black, Asian, Hispanic, and White. The Census Bureau uses the racial designations American Indian, Black, Asian, Other, and White, plus a further designation "Persons of Spanish Origin" and "Persons not of Spanish Origin," stating that persons of Spanish origin may be of any race. In this report, the Census Bureau data have been reconciled with the HEGIS data format, resulting in the following comparable groups:

HEGIS	CENSUS
American Indian	American Indians, Eskimos, and Aleuts whether of Spanish origin or not
Black	Blacks not of Spanish origin
Asian	Asian and Pacific Islanders whether of Spanish origin or not
Hispanic	Persons of Spanish origin, regardless of race
White	White, not of Spanish origin
Residual	Total population minus the above (also Other races not of Spanish origin)

While these breakdowns do not avoid all problems of comparability, they appear to work well for the purposes of this report. To keep the terminology short, in all cases Black and White refer to Black not-Hispanic and White not-Hispanic. Exhibits derived from census data refer to the category "Spanish origin," while exhibits derived from HEGIS data use the term "Hispanic" to identify essentially the same group.

It further must be recognized that the terms "Spanish origin" and "Hispanic" aggregate into one group several ethnic groups, e.g., Central American immigrants, Latinos, Mexican Americans, and others, which may vary from state to state. Each of these groups has its own demographic and cultural characteristics. Policy makers may wish to be aware of these different characteristics and of their implications for higher education.

The most recent and reliable data available were used in this report. In some cases more recent data were available, but older information was used because it was comparable with the data for earlier years whereas the newer data were not. Where the racial and ethnic composition of the college-age population is compared with the composition of the student population and the distribution of degrees among racial and ethnic groups (Exhibits 8A-8E and 9A-9E), HEGIS data from 1980 were used for the education information in order to compare them with census data from the same year.

Summary

- New Mexico's population is projected to be between 1.7 million and 2.1 million by the year 2000, up from 1.3 million in 1980, a twenty-year growth rate of between 30 and 54 percent. (See Exhibit 1.)

- More than one-half of the population growth from 1970 to 1980 can be accounted for by in-migration, which is projected to remain high. (See narrative for Exhibit 1.)

- People of Spanish origin accounted for 36.6 percent of the total population of New Mexico in 1980, but they accounted for nearly 45 percent of the 0-4 age group. (See Exhibits 2 and 3.)

- By 2000, more than one-half of the age 0-4 population is projected to be of Spanish origin. (See Exhibit 3.)

- Blacks represented 1.7 percent of the total population in 1980, American Indians 8.1 percent, Asians 0.5 percent, and all others 0.5 percent. However, the state's American Indian population of nearly 105,000 is the fourth largest in the United States and the second highest proportion in the nation. The American Indian population generally shows growth patterns similar to that of the Spanish-origin population. (See Exhibits 2 and 3.)

- New Mexico has the fifteenth highest proportion of people aged 25 and older with college degrees. Whites far exceed minority groups in postsecondary educational attainment. (See Exhibit 4.)

- Hispanics tend to have slightly higher high school dropout rates than Blacks or Whites. Dropout rates for American Indians and Others are much higher than those for the other three groups. For example, approximately 74, 67, and 70 percent respectively of the White, Hispanic, and Black ninth graders in 1979-80 remained through the twelfth grade in 1982-83, compared with approximately 45 and 61 percent for American Indians and Others. (See Exhibit 5.)

- Nationwide figures show that 83 percent of Whites (adults and school-age respondents to census surveys during the period from 1974 to 1978) completed high school compared with 72 percent of Blacks and 55 percent of American Indians and Hispanics. (See narrative for Exhibit 5.)

- National data indicate that smaller percentages of students from low-income families enroll in postsecondary education than students from medium-and high-income families. In New Mexico, relatively high percentages of Spanish-origin, Black, and American Indian families earned less than $15,000 in 1979. (See Exhibits 6 and 7.)

- Present enrollment and earned degree patterns show serious underrepresentation (relative to their proportions in the college-age population—aged 20-29) for the largest minority groups at all levels of postsecondary education. (See Exhibits 8A-8E and 9A-9E.)

- Patterns of degrees awarded to minorities between 1976-77 and 1980-81 are markedly different from the overall pattern in New Mexico. Each minority group has a unique pattern. (See Exhibit 10.)

- In summary, the greatest population growth in the next twenty years will take place among the minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been low historically.

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Exhibit 1
Population Growth, 1960 to 1980, and Three Projections, 1990 to 2000
—New Mexico—

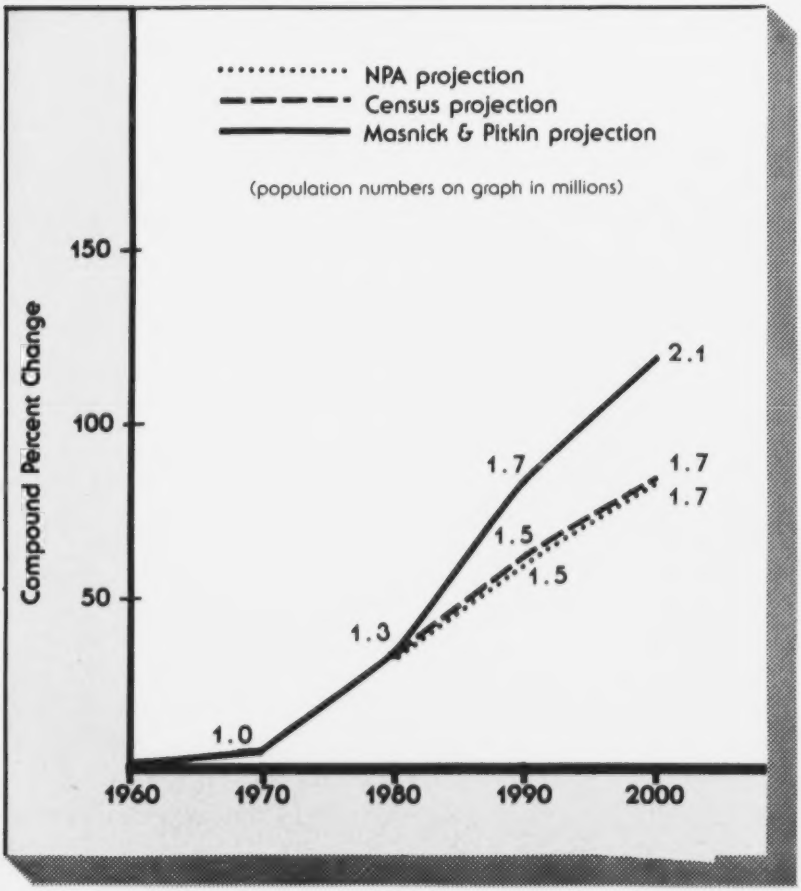
This exhibit shows the actual percentage growth in New Mexico's population from 1960 to 1980. The dotted, dashed, and solid lines represent three different population projections for 1990 and 2000. These projections are based on mathematical calculations of trends evident today. They do not take into account economic or social factors that may cause the growth rate to accelerate or to slow.

- New Mexico's population is projected to reach 1.7 million to 2.1 million by the year 2000, up from 1.3 million in 1980. The growth from 1980 to 1990 is estimated to be approximately 18 to 31 percent, and estimates of the overall change from 1980 to 2000 range from 30 to 54 percent.

- Over the last three decades, New Mexico has witnessed one of the sharpest reversals in migration patterns in the country. From an overall out-migration in the 1960s, the pattern shifted to a fairly large in-migration in the 1970s (Masnick and Pitkin, 1982). It was the ninth fastest growing state during the 1970s. The Bureau of Census predicts that the state will be the thirteenth fastest growing state during the decade of the 1980s (Robey and Russell, 1983).

- More than one-half of the population growth from 1970 to 1980 can be attributed to in-migration (Masnick and Pitkin, 1982). Many of the people migrating to New Mexico are young adults, who have attained or are approaching those years in which they will be starting families.

Exhibit 1
Population Growth, 1960 to 1980, and Three Projections, 1990 to 2000
—New Mexico—



Sources: Robey and Russell, 1983; U.S. Bureau of the Census, 1970 and 1980; Masnick and Pitkin, 1982.

Note: The Masnick and Pitkin projections are plotted as found in their report. Projections for 2000 from the National Planning Association and the Bureau of the Census are estimates calculated by regression analysis using actual population figures from the 1960, 1970, and 1980 censuses and the 1990 projections.

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Exhibit 2
Population by Race and Spanish Origin, 1980
—New Mexico—

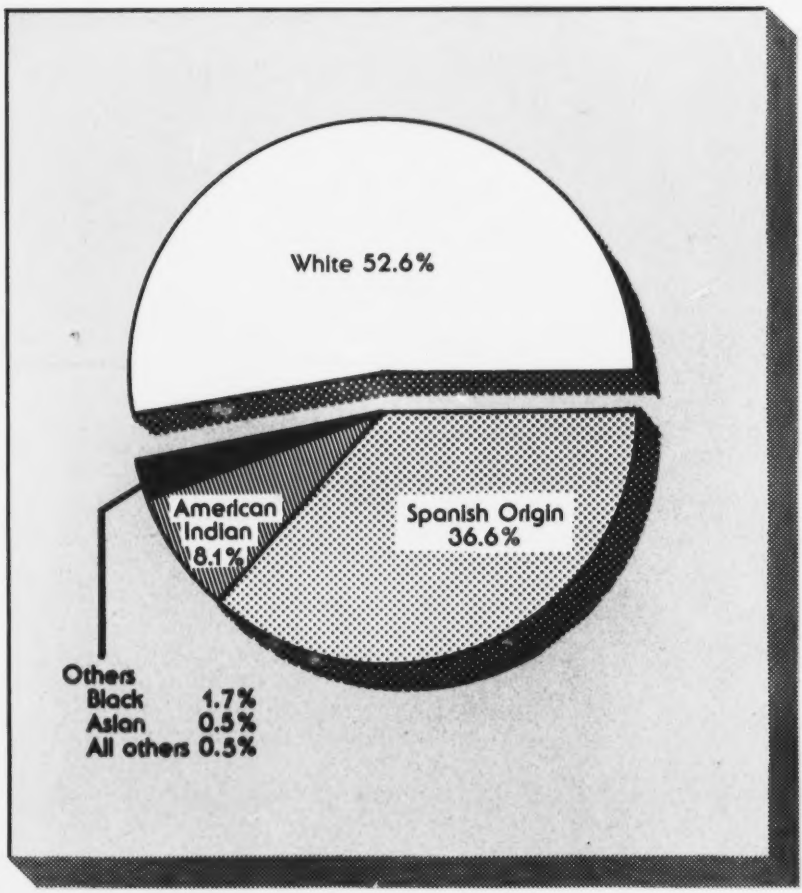
Exhibit 2 presents the proportions of racial and ethnic groups in the 1980 population in New Mexico. Since the data collected on race and Spanish origin in 1970 and 1980 are not comparable, it is not possible to make an accurate comparison between the two censuses.

- New Mexico's largest minority group is the Spanish-origin population, 36.6 of the state's population. This is the highest percentage of people of Spanish origin in the United States (American Demographics, 1983).

- Albuquerque had the twentieth largest metropolitan Spanish-origin population in the country in 1980, nearly 155,000. Las Cruces ranked forty-fourth with over 50,000. In percentage of Spanish-origin population, Las Cruces ranked fifth with 52 percent and Albuquerque eighth with almost 39 percent (American Demographics, 1983).

- Blacks constitute 1.7 percent of New Mexico's population, American Indians 8.1 percent, Asians 0.5 percent, all others 0.5 percent. New Mexico's American Indian population is the fourth largest in the nation with nearly 105,000 and is the second largest in proportion (Kaufman et al., 1983).

Exhibit 2
Population by Race and Spanish Origin, 1980
—New Mexico—



Source: Kaufman et al., 1983, Table 21 and 23

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Exhibit 3
School and College-Age Population by Race and Spanish Origin, 1980 (Actual) and 2000 (Projected)
—New Mexico—

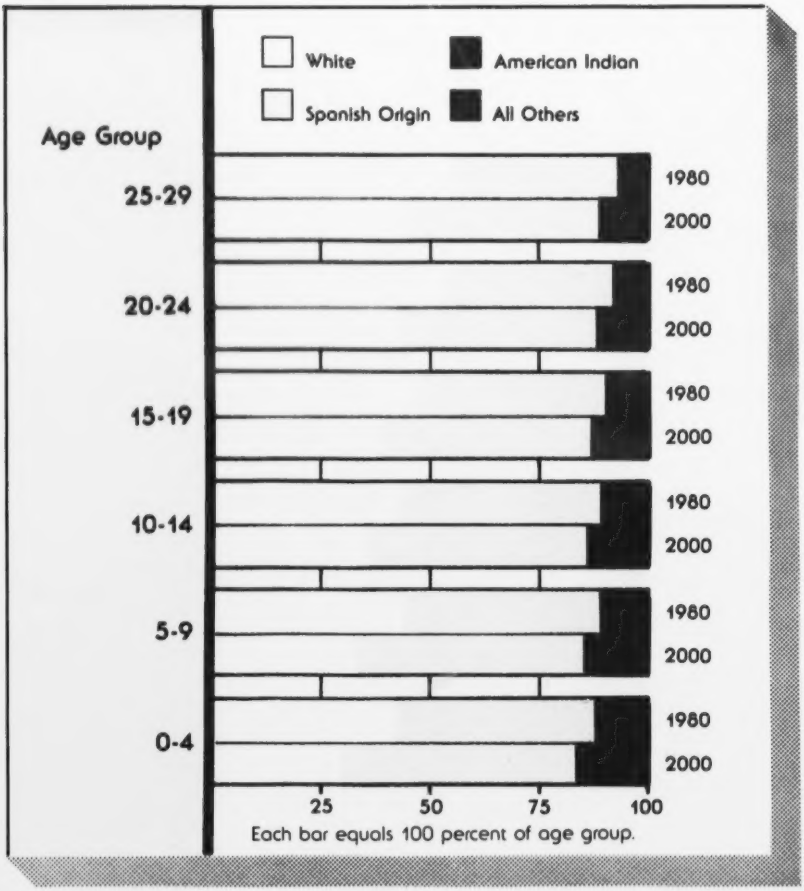
This exhibit shows the distribution of people of school age by race and Spanish origin for 1980 and a projection for the year 2000. The projection is based on a regression analysis of age cohorts from the 1980 census. Because the percentages of Blacks and Asians in New Mexico are so small, they have been included in the All Others category in Exhibit 3. Blacks constitute between 1.9 and 2.3 percent of the population groups aged 0-29, and Asians constitute 0.4 to 0.8 percent of the same groups. The projections do not show any trends toward substantial increases among these racial groups between 1980 and 2000.

- Exhibit 3 shows that the Spanish-origin population tends to be highly concentrated in the younger age groups. Although people of Spanish origin constituted 36.6 percent of the total population of New Mexico in 1980, they accounted for 44.6, 44.3, and 43.9 percent respectively of the three youngest age groups.

- By the year 2000, children of Spanish origin are projected to account for 53.3, 51.5, and 49.7 percent respectively of the three youngest age groups.

- While the numbers of Black, Asian, and American Indian children will not be as large as the Spanish-origin group, the percentages of racial minority children in the youngest age groups are expected to rise steadily. By the year 2000, it is estimated that approximately 16 percent of the children below age 15 in New Mexico will be American Indians.

Exhibit 3
School and College-Age Population by Race and Spanish Origin, 1980 (Actual) and 2000 (Projected)
—New Mexico—



Source: Kaufman et al., 1983, Tables 20 and 22

Note: The All Others group includes the Black and Asian populations. Blacks constitute between 1.9 and 2.3 percent of the state population of the various age groups, Asians between 0.4 and 0.8 percent, and others between 0.1 to 0.5 percent. There are no data to suggest that the Black and Asian proportions of the various age groups will be increasing between 1980 and 2000.

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Exhibit 4
Educational Attainment by Race and Spanish Origin of Persons Aged 25 and Over, 1980
—New Mexico—

Exhibit 4 shows the proportions of the population aged 25 and over that have completed various levels of education. As the levels of educational attainment rise, the proportions of the population reaching those levels decrease. The differences in attainment among racial and ethnic groups are striking. It must be emphasized that school attainment of New Mexico adults in 1980 does not necessarily reflect what is taking place among the present generation of students in school, but the educational attainment of parents has been shown to affect the educational choices of their children.

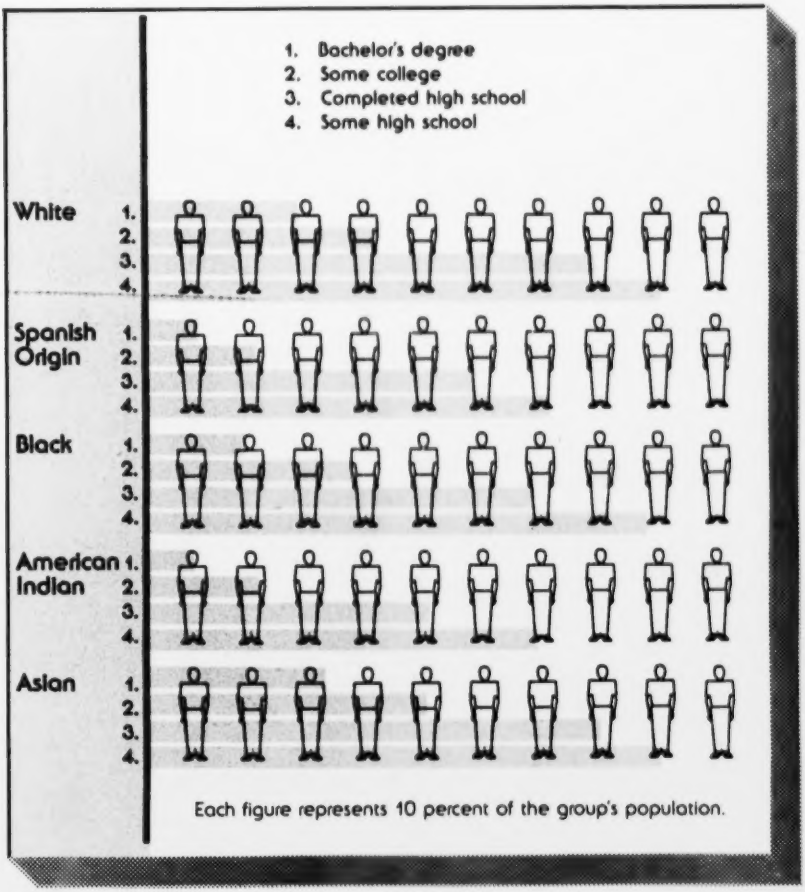
- In 1980, New Mexico had the fifteenth highest proportion in the nation (17.3 percent) of college graduates in its population aged 25 or older and the twenty-third highest percentage of high school graduates (61.3 percent) (American Demographics, 1982).

- Only about one-half of the Spanish-origin and American Indian population aged 25 and over had completed high school in 1980, compared with approximately three-quarters of Whites and Asians and 63 percent of the Blacks in the same age group.

- Approximately 39 percent of the White, 30 percent of the Black, and 55 percent of the Asian population had completed some college compared with 17 percent of the Spanish-origin population and 18 percent of the American Indians.

- The disparity in educational attainment is most striking at the bachelor's degree level or higher. In 1980, 20 percent of the White population and 29 percent of the Asian population had completed at least a bachelor's degree, compared with 10 percent of the Blacks, 7 percent of the Spanish-origin population, and 5 percent of the American Indians.

Exhibit 4
Educational Attainment by Race and Spanish Origin of Persons Aged 25 and Over, 1980
—New Mexico—


1. Bachelor's degree
2. Some college
3. Completed high school
4. Some high school
White 1. 2. 3. 4.
Spanish Origin 1. 2. 3. 4.
Black 1. 2. 3. 4.
American Indian 1. 2. 3. 4.
Asian 1. 2. 3. 4.
Each figure represents 10 percent of the group's population.

Source: Kaufman et al., 1983, Table NM-4

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Exhibit 5
Persistence in High School of Ninth Graders, Fall 1979 to Fall 1982 (Public Schools Only) —New Mexico—

Exhibit 5 presents the persistence of high school students by race and ethnicity. The bars represent the percentages for each racial or ethnic group of ninth graders in 1979-80, who were tenth graders in 1980-81, eleventh graders in 1981-82, and the twelfth graders in 1982-83 remaining in school. The Other category, which is very small numerically, includes all students who did not identify themselves as "Anglo, Hispanic, Black, or Native American." Data on graduation rates are not available. Please note that this exhibit presents information that is substantially different from that presented in Exhibit 5 in the other publications in this series. These data are true rates of persistence derived from actual dropout rates, as opposed to implied rates of persistence derived from class progression ratios as in the other publications.

- This exhibit shows that minorities have higher dropout rates than Whites. Hispanics and Blacks in New Mexico have somewhat higher dropout rates than Whites, but the American Indian and Other populations have much higher dropout rates than the other three groups (Cavatta, 1980, 1981, 1982, 1983).

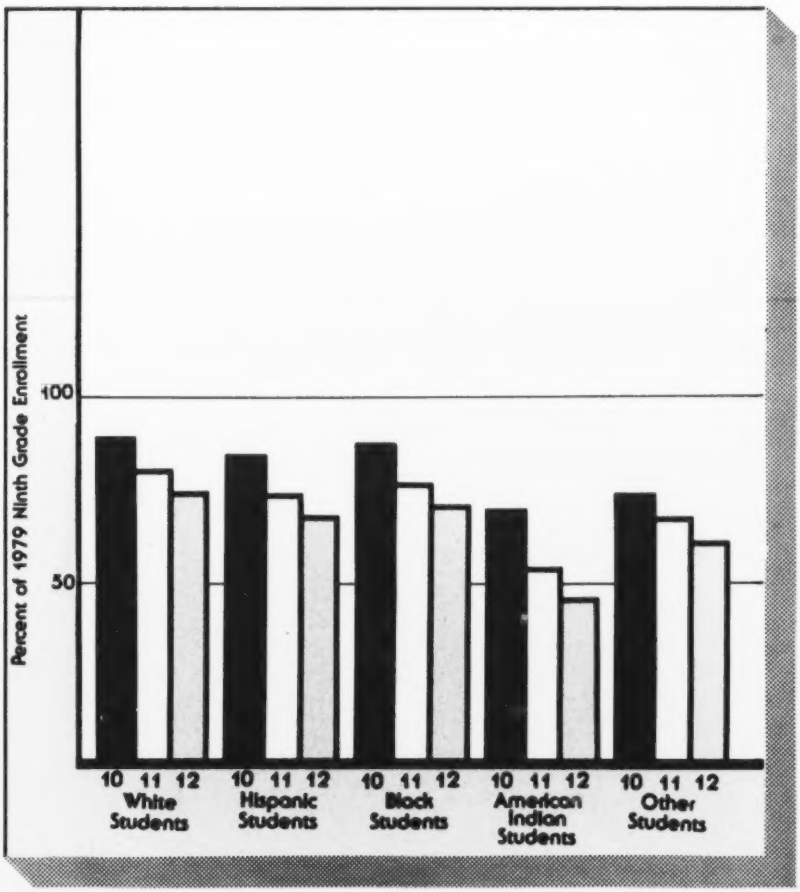
- The number of Hispanic high school seniors in 1982 represented 67 percent of the number of ninth graders three years earlier as opposed to 74 percent for Whites and 70 percent for Blacks (Cavatta,. 1980, 1981, 1982, 1983).

- The American Indian and Other retention rates are substantially lower than those for White, Hispanic, and Black students. Only 45.4 percent of the American Indian ninth grade class in 1979-80 remained to complete the twelfth grade in 1982-83, and the corresponding figure for the Other group was 61.3 percent (Cavatta, 1980, 1981, 1982, 1983).

- Thus, it is clear that a sizeable part of minority youth, relative to White youths, do not complete school and are not likely to enter college.

- These figures differ from nationwide figures, which show the "leakage" of minorities from the "educational pipeline." Nationally, 83 percent of White adult and school-age respondents in the Current Population Surveys from 1974 to 1978 completed high school compared with 72 percent of Black students and 55 percent of Hispanics (Astin, 1982).

Exhibit 5
Persistence in High School of Ninth Graders,
Fall 1979 to Fall 1982 (Public Schools Only)
—New Mexico—



Source: Cavatta, 1980, 1981, 1982, 1983

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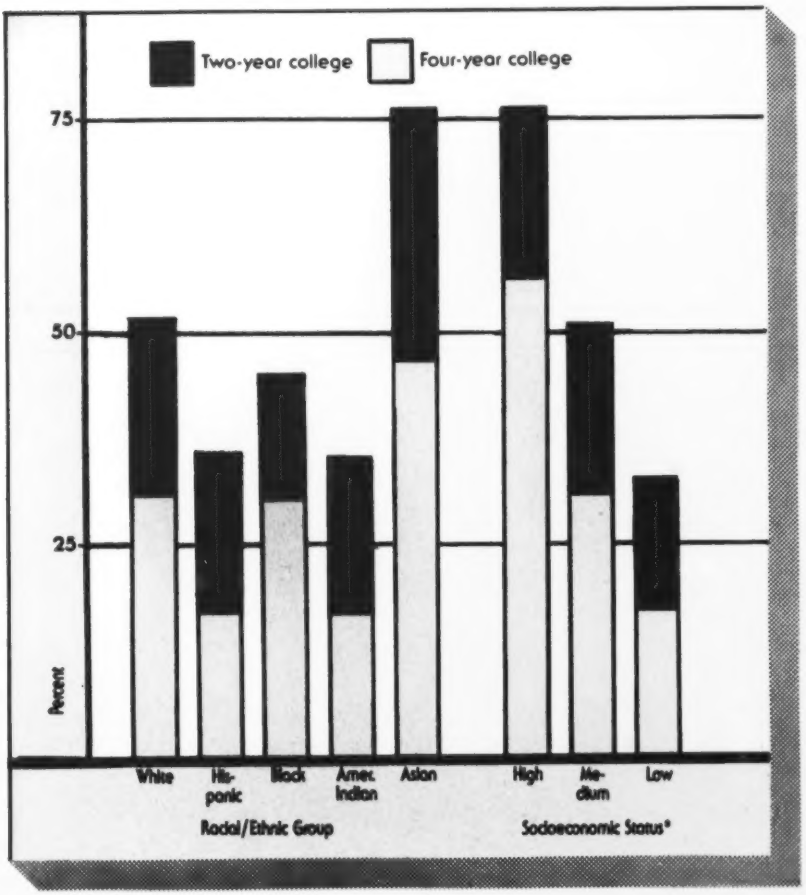
Exhibit 6
Percentage of 1980 U.S. High School Seniors Subsequently Enrolled in College

Taken together, Exhibits 6 and 7 illustrate the relationships among race and/or ethnicity, family income, and college attendance. Exhibit 6 displays the results of a national survey relating to the percentage of 1980 high school graduates who enrolled in college during the next several years (these data are not available on a state-by-state basis). It should be recognized that this was a national survey with limited generalization to the population of specific states. The survey did show that attendance patterns in the West were different from other regions. Although approximately the same percentage of western high school seniors attended college as seniors from other regions of the country, a greater percentage of students from the West attended two-year colleges than students from the other regions (28 percent in the West compared with 14 percent in the Northeast and 16 percent in the North Central states and the South).

- The five bars on the left of the exhibit show the college attendance patterns for the racial and Spanish-origin groups. White and Black students attended four-year institutions in approximately the same proportions, but a greater proportion of Whites than Blacks attended two-year institutions, which accounts for the greater overall college-going rate for Whites. Compared with the other groups, American Indian and Spanish-origin students attended two-year colleges in relatively large proportions and four-year colleges in smaller proportions. Attendance at both two-year and four-year institutions by students of Asian ancestry was far greater than for any other group.

- Attendance patterns vary according to socioeconomic status (SES), which is measured by a composite of parental education, family income, father's occupation, and household characteristics. High SES students are more likely to attend postsecondary educational institutions at all levels than those with lower SES.

Exhibit 6
Percentage of 1980 U.S. High School Seniors Subsequently Enrolled in College



Source: National Center for Education Statistics, 1984

*Socioeconomic status is measured by a composite of parental education, family income, father's occupation, and household characteristics.

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Exhibit 7
Family Income by Race and Spanish Origin, 1979
—New Mexico—

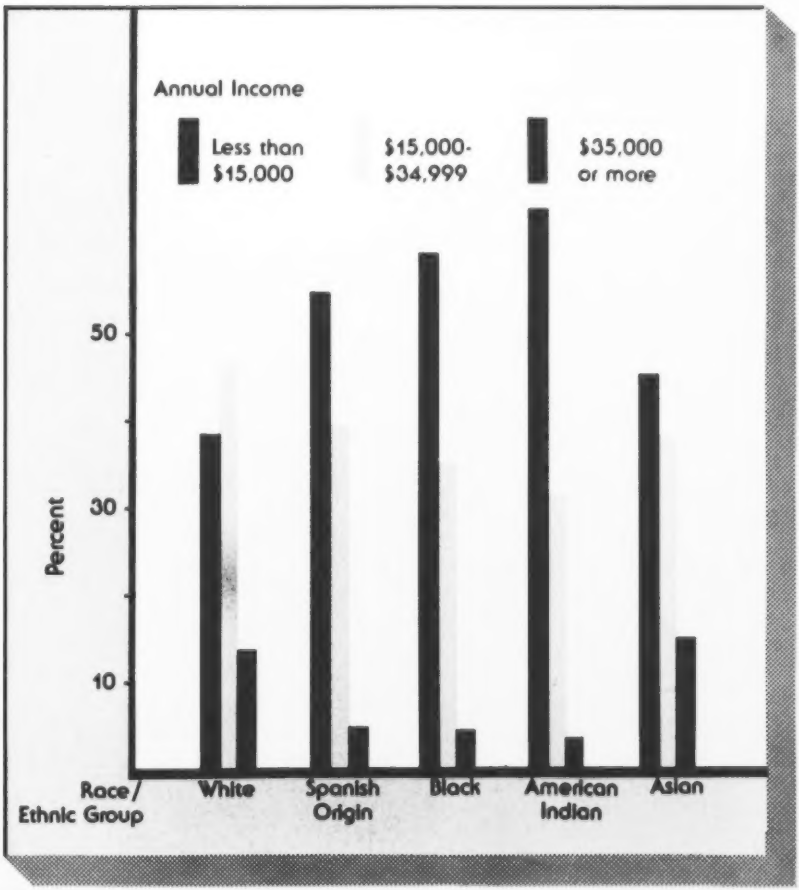
Exhibit 7 shows the percentages of the population with family incomes in three ranges: less than $15,000 per year; $15,000 to $34,999 per year; and $35,000 or more per year. The distribution for each racial or ethnic group is illustrated.

- About 60 percent of the Black, 55 percent of the Spanish-origin, and nearly 65 percent American Indian populations come from families earning less than $15,000 per year, while only about 5 percent of those groups come from families earning $35,000 or more.

- Family income levels for the White and Asian populations are similar: compared with the other racial or ethnic groups, relatively low percentages earn less than $15,000 and higher percentages earn more than $35,000.

- These figures, when combined with the general information on student attendance patterns presented in Exhibit 6, demonstrate the important connection between economic status and education.

Exhibit 7
Family Income by Race and Spanish Origin, 1979
—New Mexico—



Source: Kaufman et al., 1983, Table NM-6

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Exhibits 8A-8E
Postsecondary Enrollment
Compared with Representation in the Population, 1980
—New Mexico—

Figures 8A-8E display the composition of postsecondary enrollments by race and ethnicity compared with each group's representation in the college-age population (aged 20-29). Each exhibit uses bars to portray the proportion of one racial or ethnic group enrolled in each of the four levels of postsecondary education. The bars are superimposed upon a background field representing that group's proportion of the college-age population. Thus, the reader can determine whether a group is well represented among postsecondary students in proportion to its representation in the population.

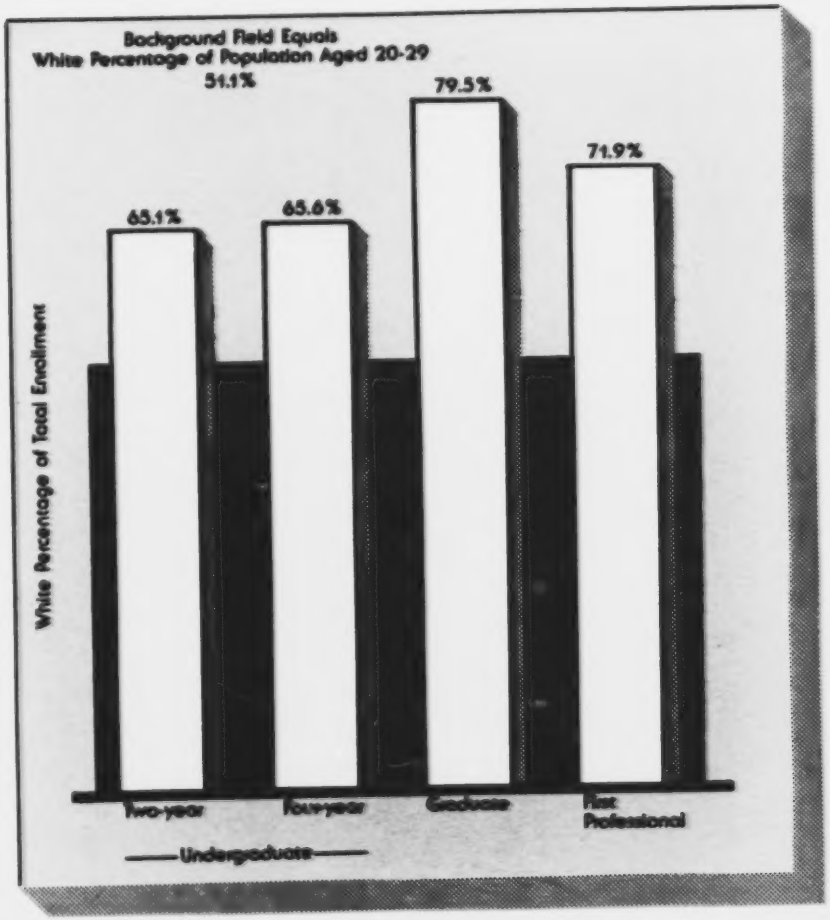
- The White proportion of enrollments at all levels of postsecondary education is greater than the White proportion of the college-age population in general. The White proportion of two-year college enrollment is substantially greater than the White share of the college-age population, and White representation increases at the four-year, graduate, and first professional levels.

- Hispanics and American Indians are underrepresented at all levels of postsecondary education, especially at the graduate level, where the proportions of Hispanic and American Indian enrollments are (respectively) one-half and less than one-fifth as large as the Spanish-origin and American Indian proportions of the college-age population in New Mexico. The proportion of enrollments at the bachelor's level for American Indians is slightly more than one-third the American Indian proportion of the college-age population in New Mexico.

- Blacks are well represented at the two-year and bachelor's levels, but the enrollments of Blacks at the graduate and first professional levels show significant underrepresentation—just over one-half the size of the Black proportion of the college-age population.

- Asians are well represented at all levels of higher education, particularly at the graduate and first professional levels.

Exhibit 8A
White Postsecondary Enrollments Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 7 and 22

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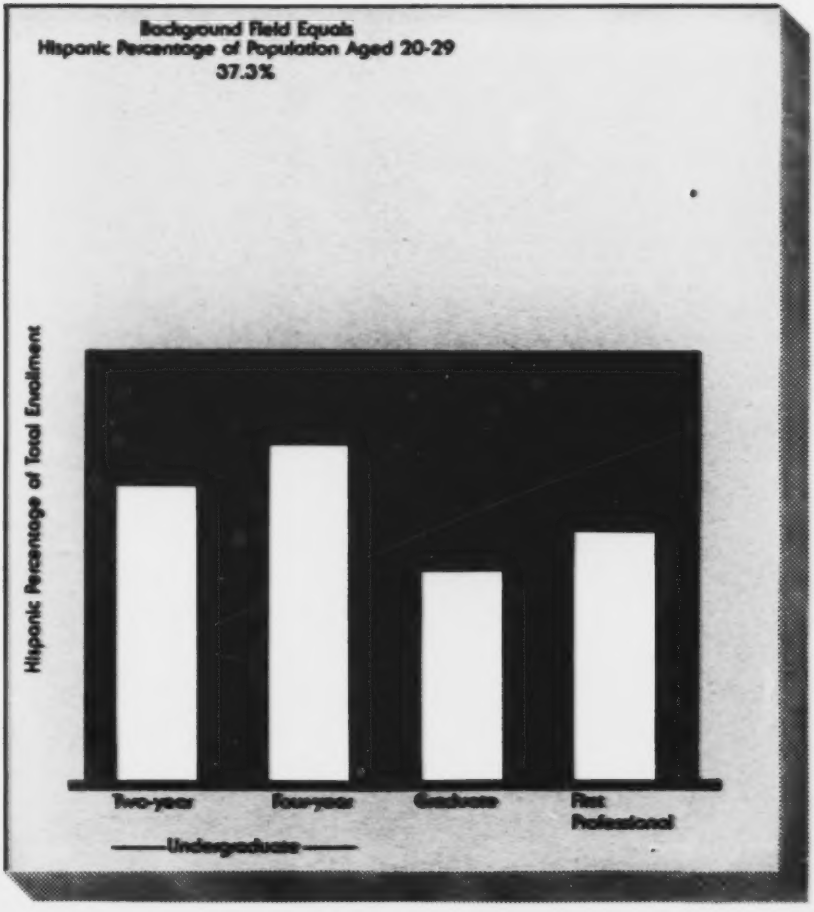
Exhibit 8B
Hispanic Postsecondary Enrollments
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 7 and 22

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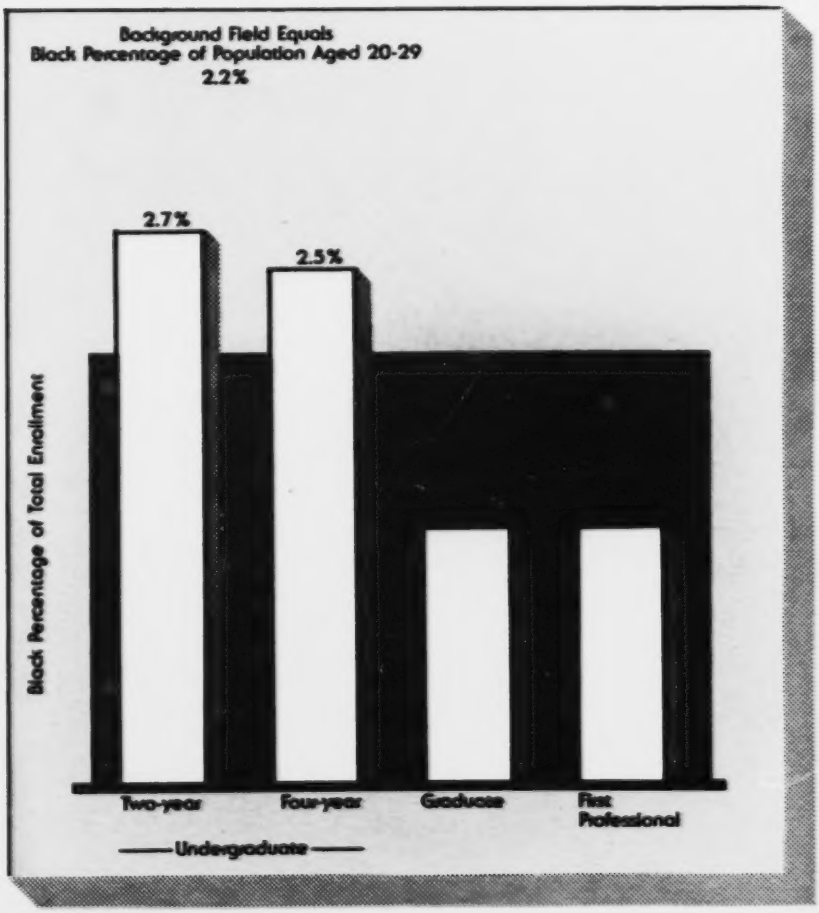
Exhibit 8C
Black Postsecondary Enrollments
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 7 and 22

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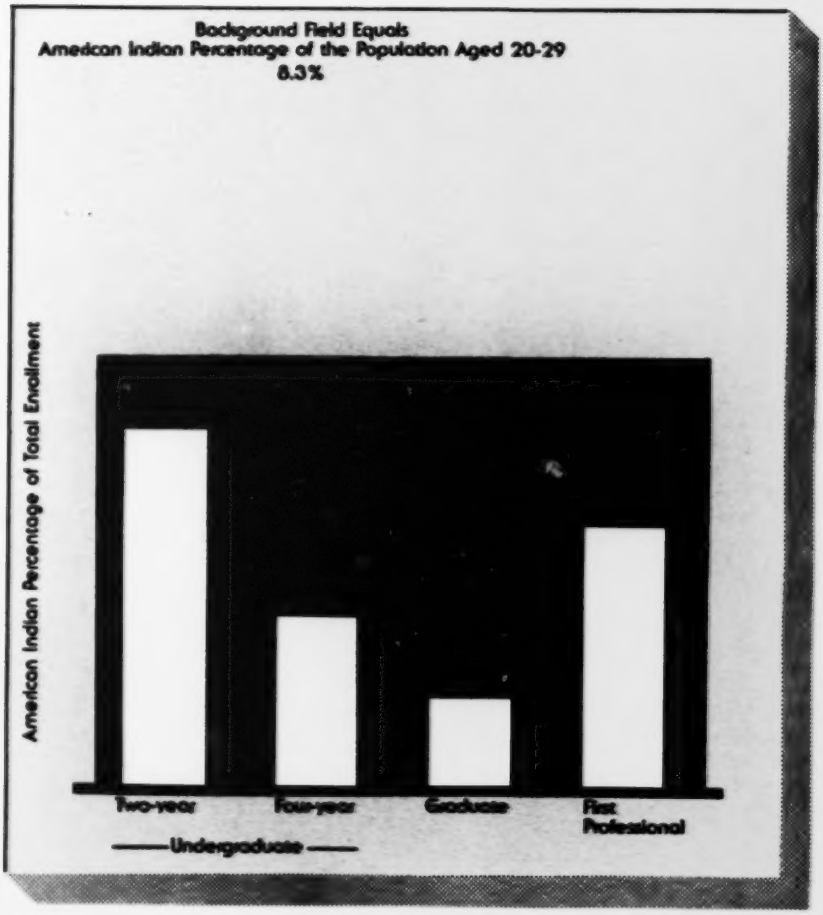
Exhibit 8D
American Indian Postsecondary Enrollments Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 7 and 22

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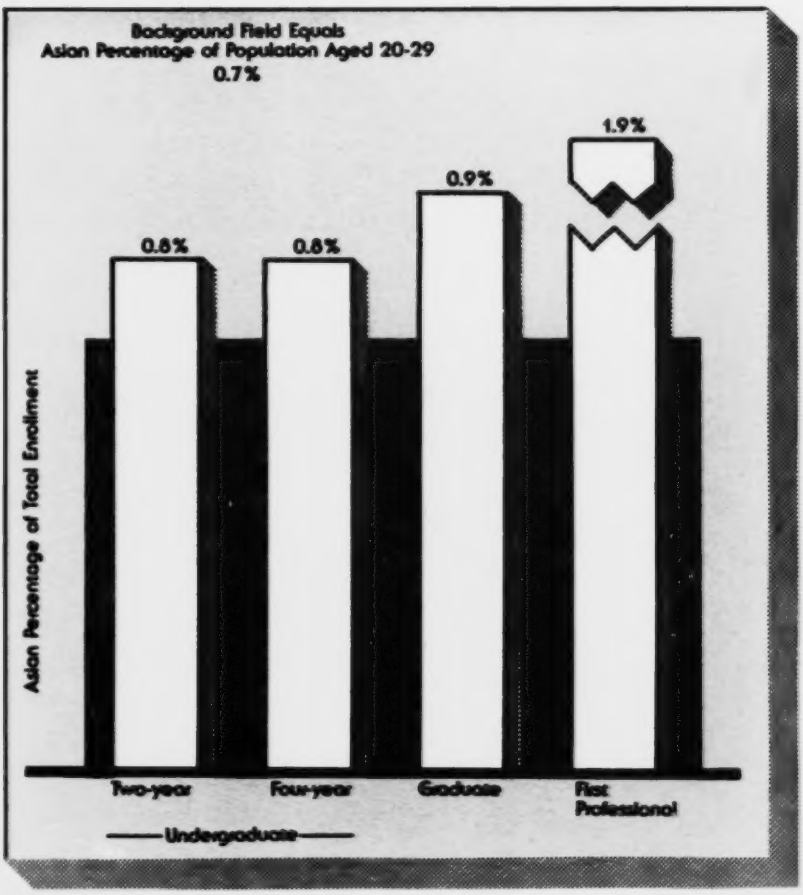
Exhibit 8E
Asian Postsecondary Enrollments
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 7 and 20

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Exhibits 9A-9E
Degrees Earned in New Mexico Compared with Representation in the Population, 1980-81

Figures 9A-9E display the distribution among racial and ethnic groups of earned degrees at five levels (associate, bachelor's, master's, doctoral, and first professional) with each group's representation in the college-age population (aged 20-29). Each exhibit uses bars to portray the proportion of earned degrees by one racial or ethnic group in each of the five levels of postsecondary education. The bars are superimposed upon a background field representing that group's proportion of the college-age population. Thus, the reader can determine whether a group is well represented in earned degrees in proportion to its representation in the population.

- In general, when the proportions of degrees awarded to members of minority groups are compared with the proportions of college-age population, the overall pattern of underrepresentation of minorities is similar to that in enrollments, especially at the baccalaureate and higher levels.

- The White proportion of those earning degrees at all levels of postsecondary education is substantially greater than the White proportion of the college-age population in general.

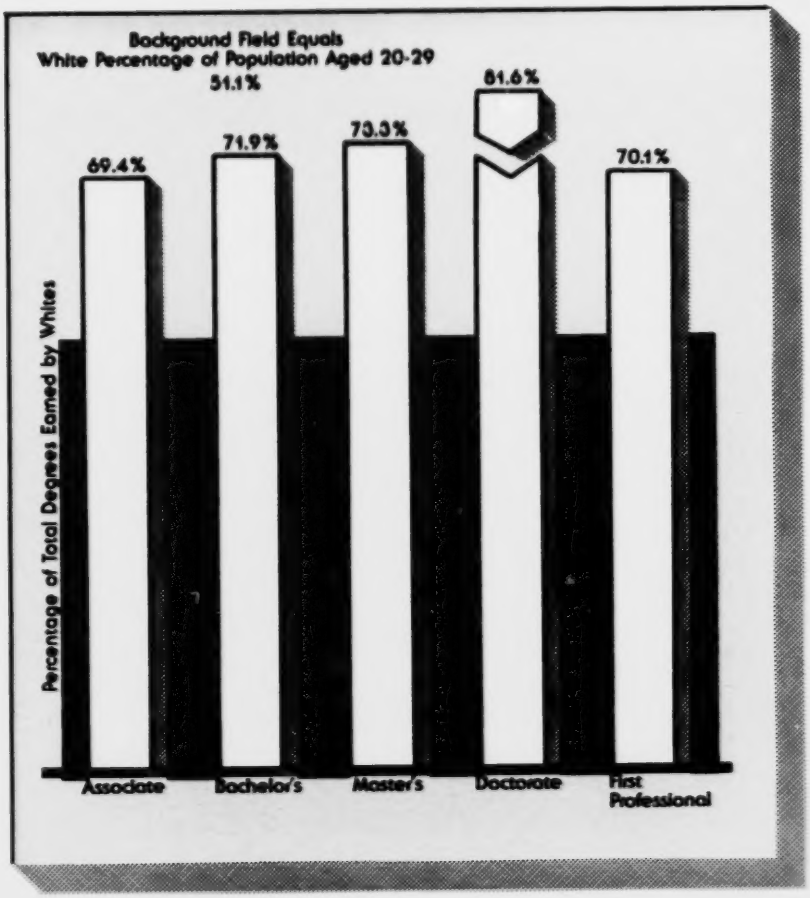
- Hispanics are seriously underrepresented in earned degrees at all levels of postsecondary education. At the bachelor's degree level, the proportion of degrees earned by Hispanic students is 60 percent the size of the Spanish-origin proportion of the college-age population in the state. At the other degree levels, the proportions of degrees earned by Hispanic students is approximately one-half as large as the Spanish-origin proportion of the college age-population.

- Blacks are also underrepresented at all levels beyond the associate degree in New Mexico. At the two-year level, the Black proportion is approximately the same size as the Black proportion of the statewide college-age population, at the bachelor's level eight-tenths the size, slightly less than one-half the size at the master's and first professional levels, and approximately one-quarter the size at the doctoral level.

- At the associate degree level, American Indians are well represented, but there is severe underrepresentation at all other levels. At the bachelor's level, the proportion of degrees earned by American Indians is less than one-half the size of the American Indian proportion of the state college-age population, less than one-quarter the size at the master's level, less than one-eighth the size at the doctoral level, and slightly more than one-half the size at the first professional level.

- Asians are well represented at all degree levels except the doctoral. No doctoral degrees were awarded to Asians in 1980-81.

Exhibit 9A
Degrees Earned by Whites
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 12 and 22

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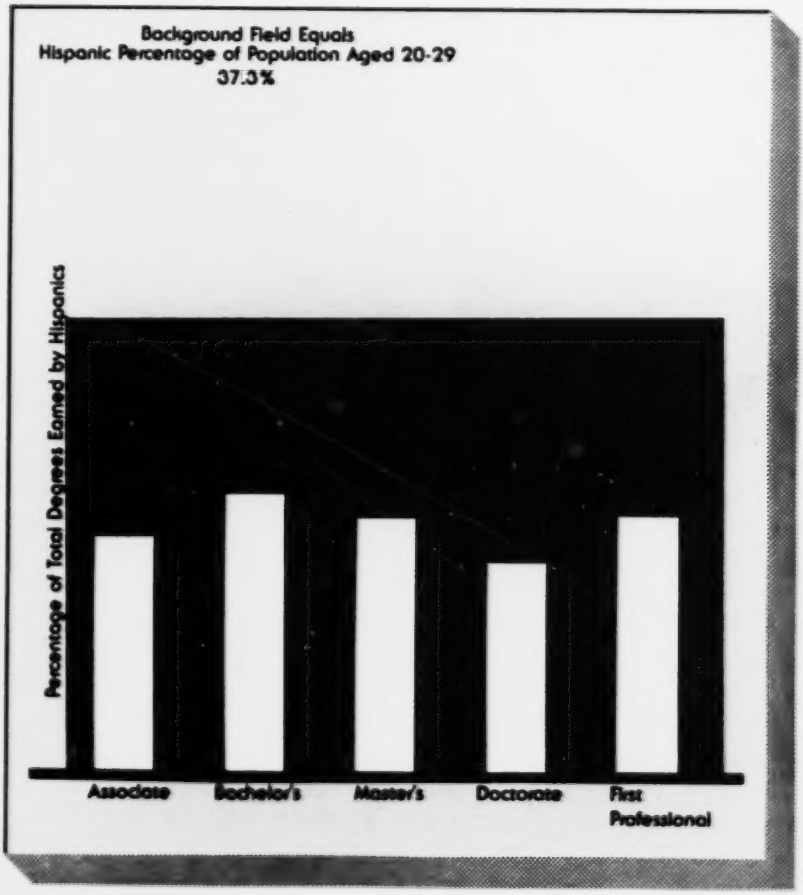
Exhibit 9B
Degrees Earned by Hispanics
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 12 and 22

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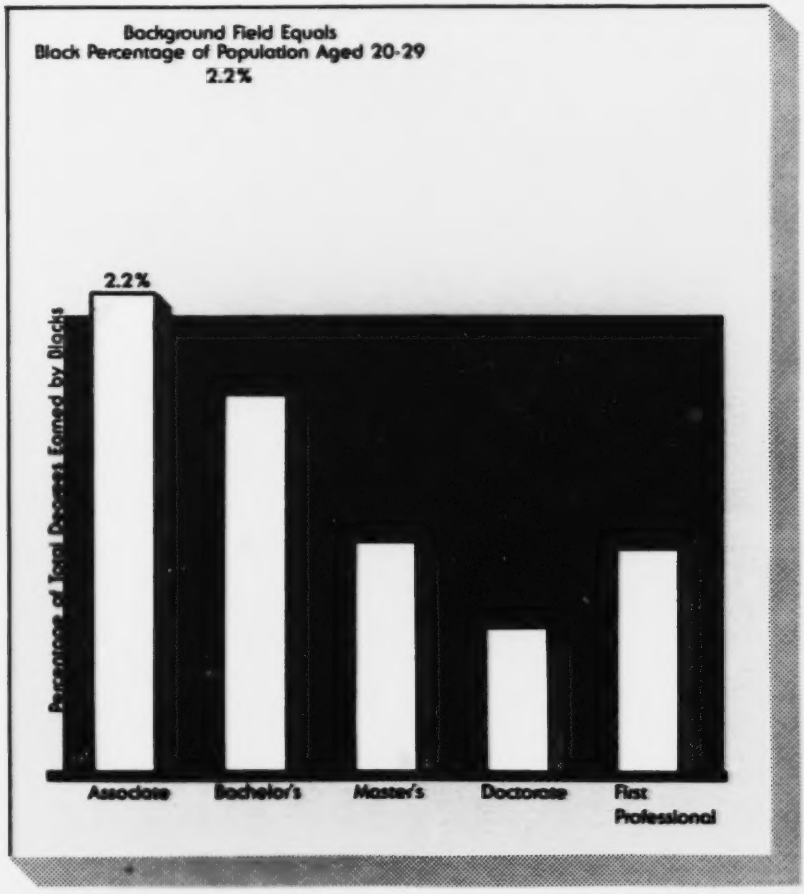
Exhibit 9C
Degrees Earned by Blacks
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 12 and 22

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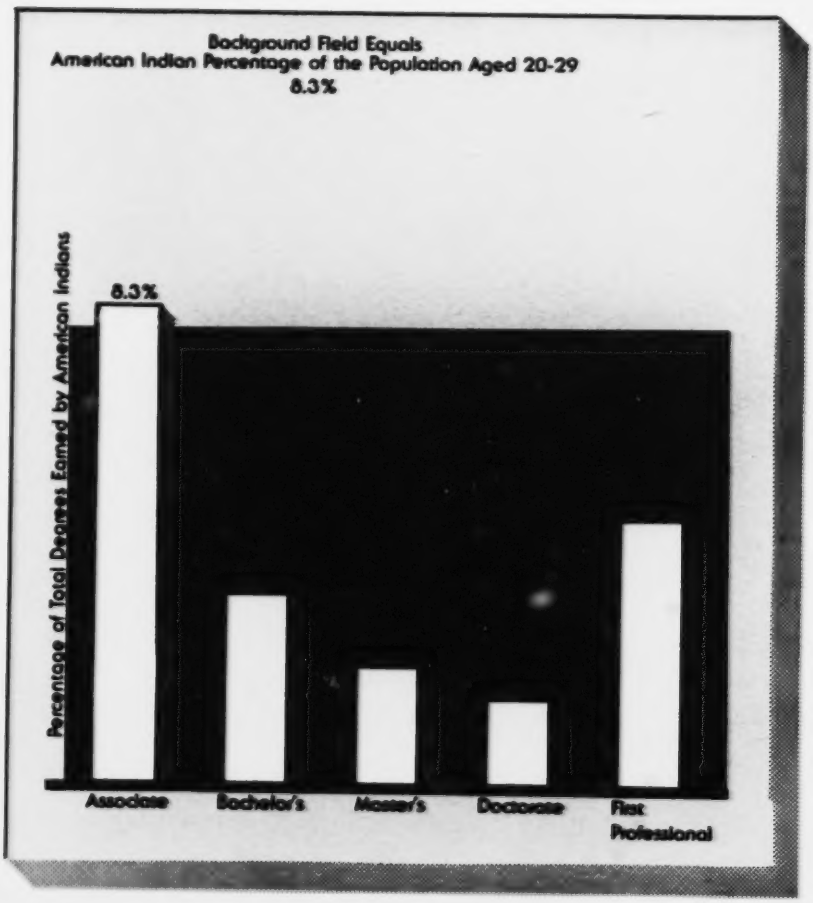
Exhibit 9D
Degrees Earned by American Indians
Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 12 and 22

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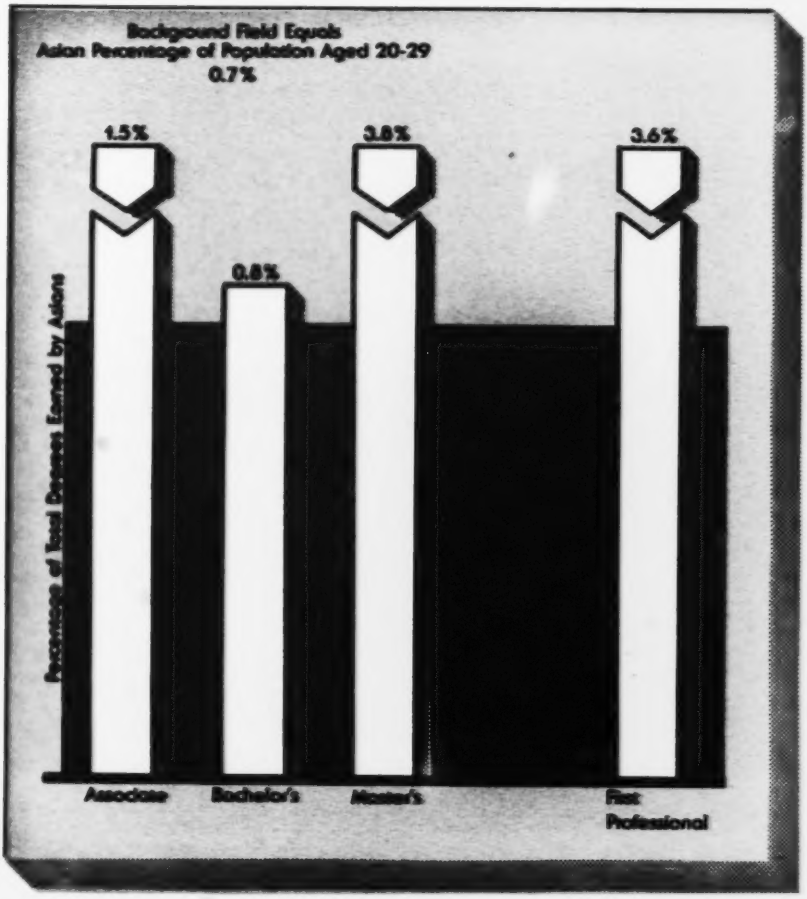
Exhibit 9E
Degrees Earned by Asians Compared with Representation in the Population, 1980
—New Mexico—



Source: Kaufman et al., 1983, Tables 12 and 20

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Exhibit 10
Earned Degrees by Race and Spanish Origin, 1976-77 to 1980-81
—New Mexico—

This table presents the number of degrees awarded at five levels (associate, bachelor's, master's, doctoral, and first professional) by racial or ethnic group. At the doctoral and first professional levels, interpretation is difficult because such small numbers of degrees are awarded to minority students that year-to-year fluctuations appear as substantial percentage changes.

- Overall, except for an increase of more than 28 percent in associate degrees, there has been relatively little change in the numbers of degrees awarded in New Mexico from 1976–77 to 1980–81.

- The increase in associate degrees awarded to Hispanics is slightly lower than the overall increase in the state, and most of the growth in associate degrees earned by Hispanics took place from 1976–77 to 1978–79. There was a growth of nearly 12 percent in bachelor's degrees earned by Hispanic students from 1976–77 to 1978–79 and a slight decrease from 1978–79 to 1980–81, compared with overall decreases during both periods at that level. At the master's level, Hispanics earned fewer degrees compared with a slight increase in the number of degrees overall. The number of doctorates awarded to Hispanics increased significantly during a period of overall decline. A modest increase in the numbers of first professional degrees earned by Hispanics kept pace with the overall increase.

- Black students earned substantially more associate degrees in 1980–81 than in 1976–77, but they earned far fewer degrees at the other levels. Overall, very few degrees are awarded to Blacks in New Mexico, so that small fluctuations from year to year cause large percentage changes.

- American Indians earned substantially more associate degrees and slightly more bachelor's and master's degrees in 1980–81 than in 1976–77. The production of doctoral and first professional degrees remained steady.

- In 1980–81 Asian students earned substantially more associate, bachelor's, master's, and first professional degrees than they did in 1976–77, but they received no doctoral degrees in 1980–81 compared with nine in 1976–77.

Exhibit 10
Earned Degrees by Race and Spanish Origin, 1976-77 to 1980-81
—New Mexico—

	Degrees Awarded 1976-77	Degrees Awarded 1978-79	Percent Change 1976-78	Degrees Awarded 1980-81	Percent Change 1978-80	Percent Change 1976-80
State Totals						
Associate	1,049	1,259	20.0	1,347	7.0	28.4
Bachelor's	4,693	4,604	-1.9	4,543	-1.3	-3.2
Master's	1,696	1,710	0.8	1,750	2.3	3.2
Doctorate	166	158	-4.8	165	4.4	-0.6
First Professional	190	179	-5.8	194	8.4	2.1
White Students						
Associate	777	851	9.5	928	9.0	19.4
Bachelor's	3,503	3,342	-4.6	3,239	-3.1	-7.5
Master's	1,188	1,203	1.3	1,238	2.9	4.2
Doctorate	129	131	1.6	133	1.5	3.1
First Professional	136	122	-10.3	136	11.5	0.0
Hispanic Students						
Associate	205	254	23.9	249	-2.0	21.5
Bachelor's	914	1,022	11.8	1,004	-1.8	9.8
Master's	364	343	-5.8	338	-1.5	-7.1
Doctorate	18	20	11.1	27	35.0	50.0
First Professional	39	45	15.4	40	-11.1	2.6
Black Students						
Associate	18	39	116.7	30	-23.1	66.7
Bachelor's	94	76	-19.1	81	6.6	-13.8
Master's	35	28	-20.0	18	-35.7	-48.6
Doctorate	3	0	N/A	1	N/A	-66.7
First Professional	6	3	-50.0	2	-33.3	-66.7
American Indian Students						
Associate	35	95	171.4	111	16.8	217.1
Bachelor's	139	114	-18.0	146	28.1	5.0
Master's	27	41	51.9	31	-24.4	14.8
Doctorate	2	1	-50.0	2	100.0	0.0
First Professional	9	6	-33.3	9	50.0	0.0
Asian Students						
Associate	9	13	44.4	20	53.8	122.2
Bachelor's	20	29	45.0	34	17.2	70.0
Master's	8	16	100.0	64	300.0	700.0
Doctorate	9	4	-55.6	0	N/A	N/A
First Professional	0	3	N/A	7	133.3	N/A

Source: Kaufman et al., 1983, Tables 12, 13, 14

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Western Interstate Commission for Higher Education. 1984. The data upon which Exhibit 5 is based was provided by the New Mexico Board of Education in response to a telephone request.